**5th Grade**

**(V.12.05)**

**ELA GLCEs**

**Reading**

**Word Recognition & Word Study**

**Word Recognition**

***Students will…***

**R.WS.05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

**R.WS.05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

**R.WS.05.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.05** acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

**Fluency**

***Students will…***

**R.WS.05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**Vocabulary**

***Students will…***

**R.WS.05.07** in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

**Narrative Text**

***Students will…***

**R.NT.05.01** analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary y merit.

**R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.

**R.NT.05.03** analyze how characters’ traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

**R.NT.05.04** explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

**Informational Text**

***Students will…***

**R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.

**R.IT.05.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

**R.IT.05.03** explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

**Comprehension**

***Students will…***

**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.05.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

**Metacognition**

***Students will…***

**R.MT.05.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.05.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.

**Critical Standards**

***Students will…***

**R.CS.05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors’ viewpoints and determine effect on classroom or school-wide audiences.

**Reading Attitude**

***Students will…***

**R.AT.05.01** be enthusiastic about reading and do substantial reading and writing on their own.

**Writing**

**Genre Studies**

***Students will…***

**W.GN.05.01** write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator ; and depicting conflicts and resolutions.

**W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.

**W.GN.05.04** use the writing process to produce and present a research project; use

a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

**Writing Process**

***Students will…***

**W.PR.05.01** set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.

**W.PR.05.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

**W.PR.05.03** draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.

**W.PR.05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).

**W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

**Personal Style**

***Students will…***

**W.PS.05.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

**Grammar & Usage**

***Students will…***

**W.GR.05.01** in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

**Spelling**

***Students will…***

**W.SP.05.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**Handwriting**

***Students will…***

**W.HW.05.01** write neat and legible compositions.

**Writing Attitude**

***Students will…***

**W.AT.05.01** be enthusiastic about writing and learning to write.

**Speaking**

**Conventions**

***Students will…***

**S.CN.05.01** use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.

**S.CN.05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.

**S.CN.05.03** speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

**S.CN.05.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.05.05** understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.

**Discourse**

***Students will…***

**S.DS.05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.05.02** discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.

**S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

**S.DS.05.04** plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

**Listening & Viewing**

**Conventions**

***Students will…***

**L.CN.05.01** ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

**L.CN.05.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.05.03** listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

**L.CN.05.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

**Response**

***Students will…***

**L.RP.05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.05.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

**L.RP.05.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

**L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

**MATH**

**Numbers & Operations**

**Understand Division of Whole Numbers**

**N.MR.05.01** Understand the meaning of division of whole numbers with and without remainders; relate division to fractions and to repeated subtraction.

**N.MR.05.02** Relate division of whole numbers with remainders to the form a = bq + r, e.g., 34 ÷ 5 = 6 r 4, so 5 • 6 + 4 = 34; note remainder (4) is less than divisor (5).

**N.MR.05.03** Write mathematical statements involving division for given situations.

**Multiply and Divide Whole Numbers**

**N.FL.05.04** Multiply a multi-digit number by a two-digit number ; recognize and be able to explain common computational errors such as not accounting for place value.

***N.FL.05.05*** *Solve applied problems involving multiplication and division of whole numbers.\**

**N.FL.05.06** Divide ﬂuently up to a four-digit number by a two-digit number.

**Find Prime Factorization of Whole Numbers**

**N.MR.05.07** *Find the prime factorization of numbers from 2 through 50, express in exponential notation, e.g., 24 = 23 x 31, and understand that ever y whole number greater than 1 is either prime or can be expressed as a product of primes.\**

**Understand Meaning of Decimals, Fractions and Percentages**

**N.ME.05.08** Understand the relative magnitude of ones, tenths, and hundredths and the relationship of each place value to the place to its right, e.g., one is 10 tenths, one tenth is 10 hundredths.

**N.ME.05.09** Understand percentages as par ts out of 100, use % notation, and express a par t of a whole as a percentage.

**Understand Fractions as Division Statements; Find Equivalent Fractions**

**N.ME.05.10** Understand a fraction as a statement of division, e.g., 2 ÷ 3 = *,* using simple fractions and pictures to represent.

**N.ME.05.11** *Given two fractions, e.g., 1/2* *and 1/4* *, express them as fractions with a common denominator, but not necessarily a least common denominator, e.g., 1/2* = 4/8 *and 3/4* = 6/8 ; *use denominators less than 12 or factors of 100.\**

**Multiply and Divide Fractions**

***N.ME.05.12*** *Find the product of two unit fractions with small denominators using an area model.\**

***N.MR.05.13*** *Divide a fraction by a whole number and a whole number by a fraction, using simple unit fractions.\**

**Add and Subtract Fractions Using Common Denominators**

**N.FL.05.14** *Add and subtract fractions with unlike denominators through 12 and/or 100, using the common denominator that is the product of the denominators of the 2 fractions, e.g.,* 3/8 + 7/10 *: use 80 as the common denominator.\**

**Multiply and Divide by Powers of Ten**

**N.MR.05.15** Multiply a whole number by powers of 10: 0.01, 0.1, 1, 10, 100, 1,000; and identify patterns.

**N.FL.05.16** Divide numbers by 10’s, 100’s, 1,000’s using mental strategies.

**N.MR.05.17** Multiply one-digit and two-digit whole numbers by decimals up to two decimal places.

**Solve Applied Problems with Fractions**

**N.FL.05.18** *Use mathematical statements to represent an applied situation involving addition and subtraction of fractions.\**

**N.MR.05.19** *Solve contextual problems that involve finding sums and differences of fractions with unlike denominators using knowledge of equivalent fractions.\**

**N.FL.05.20** *Solve applied problems involving fractions and decimals; include rounding of answers and checking reasonableness.\**

**N.MR.05.21** *Solve for the unknown in equations such as1/4* + x = 7/12

**Express, Interpret, and Use Ratios; Find Equivalences**

**N.MR.05.22** Express fractions and decimals as percentages and vice versa.

**N.ME.05.23** Express ratios in several ways given applied situations, e.g., 3 cups to 5 people, 3 : 5, 3/5; recognize and find equivalent ratios.

**5**

**Measurement**

**Know, and Convert Among, Measurement Units within a Given System**

**M.UN.05.01** Recognize the equivalence of 1 liter, 1,000 ml and 1,000 cm3 and include conversions among liters, milliliters, and cubic centimeters.

**M.UN.05.02** Know the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations (cm3, m3, in3, ft3, yd3).

**M.UN.05.03** Compare the relative sizes of one cubic inch to one cubic foot, and one cubic centimeter to one cubic meter.

**M.UN.05.04** Convert measurements of length, weight, area, volume, and time within a given system using easily manipulated numbers.

**Find Areas of Geometric Shapes Using Formulas**

**M.PS.05.05** Represent relationships between areas of rectangles, triangles, and parallelograms using models.

**M.TE.05.06** Understand and know how to use the area formula of a triangle: A = 1/2 bh (where b is length of the base and h is the height), and represent using models and manipulatives.

**M.TE.05.07** Understand and know how to use the area formula for a parallelogram: A = bh, and represent using models and manipulatives.

**Understand the Concept of Volume**

**M.TE.05.08** Build solids with unit cubes and state their volumes.

**M.TE.05.09** Use filling (unit cubes or liquid), and counting or measuring to find the volume of a cube and rectangular prism.

**M.PS.05.10** Solve applied problems about the volumes of rectangular prisms using multiplication and division and using the appropriate units.

**Geometry**

**Know the Meaning of Angles, and Solve Problems**

**G.TR.05.01** Associate an angle with a certain amount of turning; know that angles are measured in degrees; understand that 90°, 180°, 270°, and 360° are associated respectively, ¼, ½, ¾, and full turns.

**G.GS.05.02** Measure angles with a protractor and classify them as acute, right, obtuse, or straight.

**G.GS.05.03** Identify and name angles on a straight line and vertical angles.

**G.GS.05.04** Find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles.

**G.GS.05.05** Know that angles on a straight line add up to 180° and angles surrounding a point add up to 360°; justify informally by “surrounding” a point with angles.

**G.GS.05.06** Understand why the sum of the interior angles of a triangle is 180° and the sum of the interior angles of a quadrilateral is 360°, and use these proper.

**Solve Problems about Geometric Shapes**

**G.GS.05.07** Find unknown angles and sides using the proper ties of: triangles, including right, isosceles, and equilateral triangles; parallelograms, including rectangles and rhombuses; and trapezoids.

**Data and Probability**

**Construct and Interpret Line Graphs**

**D.RE.05.01** Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.

**D.RE.05.02** Construct line graphs from tables of data; include axis labels and scale.

**Find and Interpret Mean and Mode for a Given Set of Data**

**D.AN.05.03** Given a set of data, find and interpret the mean (using the concept of fair share) and mode.

**D.AN.05.04** Solve multi-step problems involving means.

*\* revised expectations in italics*

**Social Studies (4th Grade)**

**HISTORY**

**H3 History of Michigan (Beyond Statehood)**

*Use historical thinking to understand the past.*

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)

• What happened?

• When did it happen?

• Who was involved?

• How and why did it happen?

• How does it relate to other events or issues in the past, in the present, or in the future?

• What is its significance?

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

4 – H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)

4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from

1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the

Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2;

8-U5.1.5; USHG 7.2.4) (G, C, E)

4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)

4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in

Michigan history; annotate with connections to the past and impact on the future.

**GEOGRAPHY**

**G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

4 – G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great

Lakes, Midwest) with those of another region in the United States.

**G4 Human Systems**

*Understand how human activities help shape the Earth’s surface.*

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the

United States.

**CIVICS AND GOVERNMENT**

**C1 Purposes of Government**

*Explain why people create governments.*

4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

**C3 Structure and Functions of Government**

*Describe the structure of government in the United States and how it functions to serve citizens.*

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government

(e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).

4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.

4 – C5.0.3 Explain why rights have limits.

4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

**ECONOMICS**

**E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced?

How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).

4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).

4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)

4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).

4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

**E2 National Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the United States.*

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment

(e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

**E3 International Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the global economy.*

4 – E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**

**P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United

States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

**P3.3 Persuasive Communication about a Public Issue**

*Communicate a reasoned position on a public issue.*

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.